



California Department of Education

English Learner (EL) On-site

2017–18 Program Instrument

I. Involvement

EL 04: English Learner Advisory Committee (ELAC)

4.0 A school site with 21 or more English Learners (ELs) must have a functioning ELAC that meets the following requirements:

- (a) Parent members are elected by parents or guardians of ELs (Title 5, *California Code of Regulations* (5 CCR) section (§) 11308[b].)
- (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (*California Education Code* (EC) § 52176[b].)
- (c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance (5 CCR § 11308[c][2]; EC § 52176[c].)
- (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA) (EC sections (§§) 52176[c], 64001[a].)
- (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)

4.1 A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. (EC § 52176[b]; 5 CCR § 11308[d].)

4.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b].)

Evidence Request Titles

English Learner Advisory Committee (ELAC)

EL 05: DELAC

5.0 Each local educational agency (LEA) with more than 50 English learners (ELs) must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district. (EC) § 52176[a].)

5.1 The DELAC shall advise the school district governing board on all of the following tasks:

- (a) Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA (5 CCR) § 11308[c][1].)

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- (b) Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR § 11308[c][2].)
- (c) Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR § 11308[c][3].)
- (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR § 11308[c][4].)
- (e) Review and comment on the LEA's reclassification procedures (5 CCR § 11308[c][6].)
- (f) Review and comment on the written notifications required to be sent to parents and guardians (5 CCR § 11308[c][7].)
- (g) Review and comment on development of the Local Control and Accountability Plan (LCAP) (EC § 52063.)

5.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities (5 CCR § 11308[d].)

5.3 The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees (EC § 64001[a].)

Evidence Request Titles

District English Learner Advisory Committee (DELAC)

II. Governance and Administration

EL 06: EL Identification and Assessment

6.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)

6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)

6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)

6.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)

6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)

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6.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)

6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

Evidence Request Titles

EL Accommodations and Modifications

EL Assessment Data (EL 06, EL 19)

EL Identification

EL Identification Policies and Procedures

EL 08: Implementation, Monitoring & Revision of Title III Plan

8.0 Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

8.1 The LEA receiving Title III funds must use these funds:

(a) To increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

- i. English language proficiency; and
- ii. Student academic achievement (20 U.S.C. § 6825[c][1][A-B].);

(b) To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- i. Designed to improve the instruction and assessment of ELs;
- ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- iii. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- iv. Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the

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teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D].)

(c) To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:

- i. Shall include parent, family, and community engagement activities; and
- ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B].)

8.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

- (a) Upgrading effective EL instructional strategies (20 U.S.C. § 6825[d][1].)
- (b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2].)
- (c) Providing to ELs:
 - i. Tutorials and academic or career and technical education
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. § 6825[d][3].)
- (d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4].)
- (e) Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5].)
- (f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs; and
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children (20 U.S.C. § 6825[d][6][A][B].)
- (g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials (20 U.S.C. § 6825[d][7][A].)
 - ii. Access to, and participation in, electronic networks for materials, training, and communication (20 U.S.C. § 6825[d][7][B].)
 - iii. Incorporation of resources into curricula and programs (20 U.S.C. § 6825[d][7][C].)
- (h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8].)

2017–18 EL Program Instrument On-Site (Continued)

Evidence Request Titles

Title III Consortia

Title III Immigrant (Imm) Expenditures (EL 08, EL 11)

Title III LEP Expenditure Report (EL 08, EL 11)

Title III Plan

Title III Reporting

EL 09: EL Program Inclusion in Development of the SPSA (Schoolwide)

9.0 The EL program must be included in the development of the SPSA.

9.1 An approved SPSA must contain:

- (a) An analysis of academic performance and language development data to determine EL student and program needs. (*EC* § 64001[f].)
- (b) School goals to meet the identified academic and language proficiency needs of ELs. (*EC* § 64001[f].)
- (c) Activities to reach school goals to improve the academic performance of EL students. (*EC* § 64001[f].)
- (d) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (*EC* § 64001[f].)
- (e) Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (*EC* § 64001[g].)

9.2 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (*EC* §§ 64000[a], 64001[g].)

9.3 The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; *EC* § 64001[h].)

9.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA Plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (*EC* § 64001[d].)

Evidence Request Titles

Schoolsite Council (SSC) Documentation

EL 10: Title III and EIA-LEP Inventory

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10.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:

- (a) Type
- (b) Model
- (c) Serial number
- (d) Funding source
- (e) Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment

10.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (*EC* § 35168; 5 *CCR* § 3946; 2 *CFR* § 200.313 [d].)

Evidence Request Titles

Equipment Inventory (AE 03, AE 10, BASP 10, BASP 15, CTE 03, EES 06, EL 10, ME 06)

Title III Invoices

III. Funding

EL 11: Supplement, Not Supplant with Title III & EIA-LEP

11.0 General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

11.1 Each LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; *EC* § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

11.2 For LEAs with EIA-LEP carryover, an LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (*EC* §§ 63000[d], 63001.)

11.3 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and

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local public funds. (20 U.S.C. § 6825[g]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

11.4 The use of Title III funds must meet the following requirements:

(a) An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. § 6825[b].)

(b) An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; *Castaneda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

Evidence Request Titles

EIA-LEP and/or Title III Personnel (EL 11, EL 12)

LEA Translation Expenditures

Title III EIA-LEP Expenditure Report

Title III Immigrant (Imm) Expenditures (EL 08, EL 11)

Title III LEP Expenditure Report (EL 08, EL 11)

EL 12: Time Accounting Requirements (Title I and Title III)

12.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].)

12.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430.)

12.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

Evidence Request Titles

EIA-LEP and/or Title III Personnel (EL 11, EL 12)

Time Accounting (CE 12, CTE 05, CTE 06, EL 12, FM 01, FM 03, HE 10, ME 07, ME 09, NorD 12)

IV. Standards, Assessment, and Accountability

EL 13: Evaluation of EL Program Effectiveness

13.0 A program evaluation must be provided by each LEA and must be used to determine:

(a) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students

2017–18 EL Program Instrument On-Site (Continued)

- (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
- (c) Whether to eliminate specific EL activities proven to be ineffective
- (d) The degree to which, within a reasonable amount of time:
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Evidence Request Titles

EL Program Evaluation

EL 14: Reclassification

14.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

- (a) Assessment of English language proficiency. (*EC* § 313[f][1]; 5 *CCR* § 11303[a].)
- (b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* § 313[f][2]; 5 *CCR* § 11303[b].)
- (c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC* § 313[f][3]; 5 *CCR* § 11303[c].)
- (d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC* § 313[f][4]; 5 *CCR* §§ 11302, 11303[d].)

14.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- (a) Language and academic performance assessments
- (b) Participants in the reclassification process
- (c) Decision regarding reclassification (5 *CCR* § 11305.)

14.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 *CCR* § 11304.)

2017–18 EL Program Instrument On-Site (Continued)

Evidence Request Titles

Reclassification Criteria

Reclassification Process

Reclassification Records/Forms

Reclassified to Fluent English Proficient RFEP Progress Monitoring

V. Staffing and Professional Development

EL 15: Teacher EL Authorization

15.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized. (20 U.S.C. § 6826 [c]; *EC* §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

Evidence Request Titles

EL Teacher Authorization

EL 16: Professional Development Specific to English Learners

16.0 Each LEA must provide professional development specific to the implementation of programs for ELs.

16.1 Each LEA must provide sufficient professional development to effectively implement the LEA's EL program. (*Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1011-1013.)

16.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

(a) Designed to improve the instruction and assessment of ELs (20 U.S.C. § 6825[c][2][A].)

(b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs (20 U.S.C. § 6825[c][2][B].)

(c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation (20 U.S.C. § 6825[c][2][C].)

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825[c][2][D].)

2017–18 EL Program Instrument On-Site (Continued)

Evidence Request Titles

EL Specific PD

Implementation of EL specific PD

LEA Professional Development Policies

VI. Opportunity and Equal Educational Access

EL 17: Language Program Options and Parent Choice

17.0 Language acquisition programs may include, but are not limited to, all of the following:

(a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (*EC* § 305[a][2].) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* § 306[c][3].)

(b) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (*EC* § 306[c][1].)

(c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (*EC* § 306[c][2].)

17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (*EC* § 306[c].)

17.2 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (*EC* § 310[a].)

Evidence Request Titles

Appropriate EL Placement

EL Access to the Core Subject Matter (EL 17, EL 19)

EL Enrollment

Language Acquisition Programs

2017–18 EL Program Instrument On-Site (Continued)

Master Schedule (CTE 04, EL 17, EL 18)

Title III Services

VII. Teaching and Learning

EL 18: ELD

18.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; *EC* §§ 300, 305, 306, 310; 5 *CCR* § 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

Evidence Request Titles

Core ELD

Master Schedule (CTE 04, EL 17, EL 18)

EL 19: Access to the Core Subject Matter

19.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

19.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

19.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; *EC* §§ 305[a][2], 310; 5 *CCR* § 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

Evidence Request Titles

EL Access to the Core Subject Matter (EL 17, EL 19)

EL Assessment Data (EL 06, EL 19)

2017–18 EL Program Instrument On-Site (Continued)

EL Instruction

EL Progress Monitoring

Long-Term English Learners (LTELs)

2017–18 EL Program Instrument On-Site (Continued)

2017–18 EL Evidence Requests

Appropriate EL Placement

ELplcmnt

Description: Process and procedure for EL placement.

Item Instructions: EL 17: Submit LEA processes and procedures in board policy, administrative regulations, Parent Handbook, LEA Plan, EL master plan or EL plan for placement of ELs in ELD and core classes.

Related Items: EL 17

Core ELD

CorELD

Description: Core ELD and supplemental EL programs at each site under review.

Item Instructions: EL 18: Submit course descriptions, curriculum, a list of core and support instructional materials—differentiated, and sample lesson plans—one per grade level.

Related Items: EL 18

District English Learner Advisory Committee (DELAC)

DELACadvsy

Description: Current and previous year DELAC advisory to governing board (student identification redacted).

Item Instructions: EL 05: Submit roster (EL, staff, etc.), LEA EL plan or master plan with staff assurance, needs evaluation, review of reclassification criteria, parent notifications, and a training sample (agenda, sign-in, materials).

Related Items: EL 05

2017–18 EL Program Instrument On-Site (Continued)

EIA-LEP and/or Title III Personnel

Ttl3prsnl

Description: Current and previous year Title III funded personnel, partially or completely, for LEA and each site under review.

Item Instructions: EL 11: Submit spreadsheet of personnel (site, name, title, position, salary, and funding sources by percentage), job descriptions, duty statements, and activity logs.

EL 12: Submit spreadsheet of personnel (site, name, title, position, salary, and funding sources by percentage), job descriptions, duty statements, and activity logs.

Related Items: EL 11, EL 12

EL Access to the Core Subject Matter

ELaccCSM

Description: LEA procedural guidelines and criteria for the placement of ELs in academic support services related to core content areas.

Item Instructions: EL 17: Submit current procedural guidelines and criteria for placement of ELs in interventions from board policy, administrative regulations, Parent Handbook, LEA Plan, EL master plan or EL plan.

EL 19: Submit current procedural guidelines and criteria for placement of ELs in interventions from board policy, administrative regulations, Parent Handbook, LEA Plan, EL master plan or EL plan.

Related Items: EL 17, EL 19

2017–18 EL Program Instrument On-Site (Continued)

EL Accommodations and Modifications

ELAccomMod

Description: Language proficiency assessment of ELs on an active IEP or Section 504 Plan.

Item Instructions: EL 06: Submit samples of completed EL IEPs and/or Section 504 Plans containing English language proficiency assessment results and ELD instructional placement from each site under review (student first name only).

Related Items: EL 06

EL Assessment Data

ELAsmtDta

Description: Current EL language and academic assessment data (student identification redacted).

Item Instructions: EL 06: Submit a spreadsheet of current EL enrollment by student first name only, grade, time in program, most recent English Language Proficiency Assessments for California (ELPAC) results, and test date for each site being reviewed.

EL 19: To spreadsheet for EL 06 add the number and percent of ELs in program for six or more years and, of these, the number that have failed one or more courses for each site reviewed.

Related Items: EL 06, EL 19

EL Enrollment

ELEnmt

Description: Current districtwide EL enrollment for the current and previous year (student identification redacted).

Item Instructions: EL 17: Submit a spreadsheet of currently enrolled ELs by first name only, grade, site, time in program, and language acquisition program.

Related Items: EL 17

2017–18 EL Program Instrument On-Site (Continued)

EL Identification

ELId

Description: Home Language Survey (HLS).

Item Instructions: EL 06: Submit samples of completed dated HLSs for each site under review (student identification redacted).

Related Items: EL 06

EL Identification Policies and Procedures

ELIdPlcsPrctrs

Description: LEA policies and procedures for initial identification of ELs and immigrant students.

Item Instructions: EL 06: Submit current policies and procedures in board policy, administrative regulations, Parent Handbook, LEA Plan, EL master plan or EL plan.

Related Items: EL 06

EL Instruction

ELInst

Description: LEA documentation of grade-level instruction for ELs across the curriculum.

Item Instructions: EL 19: Submit descriptions of EL instructional methods, materials, and interventions in core content areas across the curriculum.

Related Items: EL 19

2017–18 EL Program Instrument On-Site (Continued)

EL Program Evaluation

ELPrgrmval

Description: Analysis of EL data including an evaluation in response to 13 (a-d) for the LEA and each school under review.

Item Instructions: EL 13: Submit data, analysis of findings, and related actions for the improvement of the effectiveness of EL programs.

Related Items: EL 13

EL Progress Monitoring

ELprgrsMntrng

Description: Implementation of support services for ELs in core content areas.

Item Instructions: EL 19: Completed samples of individual student, interventions, benchmarks, and plan for monitoring EL student progress, including EL interventions for each site under review (student identification redacted).

Related Items: EL 19

EL Specific Professional Development (PD)

ELspecPD

Description: EL specific PD at the district level and for each site under review.

Item Instructions: EL 16: Calendar, notifications, agendas, materials, and sign-ins of classified staff, counselors, teachers, and administrators in effective PD of sufficient intensity and duration to impact EL achievement.

Related Items: EL 16

2017–18 EL Program Instrument On-Site (Continued)

EL Teacher Authorization

ELTchrAthrztn

Description: Commission on Teacher Credentialing (CTC) consent of all teachers of record employed by the LEA.

Item Instructions: Submit a spreadsheet of all teachers by name, site, and appropriate CTC EL authorization code (e.g. ELA1, S12, BLSP, etc.) or evidence of emergency EL authorization clearance.

Related Items: EL 15

English Learner Advisory Committee (ELAC)

ELACadvry

Description: Current and previous year site-level EL parent advisory for each site under review (student identification redacted).

Item Instructions: EL 04: Submit rosters, roles, site EL plan, samples of EL program recommendations, election, needs assessment, SPSA input and committee member agendas, minutes and training materials.

Related Items: EL 04

Equipment Inventory

EqpmntInvnty

Description: Historical inventory list of all equipment purchased for \$500 or more per Education Department General Administrative Regulations (EDGAR)/CA EC requirements and a record of last physical check of items. If no purchases were made, indicate that in a comment.

Item Instructions: EL 10: Submit a spreadsheet of all Title III and EIA-LEP equipment that includes the criteria described in EL 10 (a-i).

Related Items: AE 03, AE 10, BASP 10, BASP 15, CTE 03, EES 06, EL 10, ME 06

2017–18 EL Program Instrument On-Site (Continued)

Implementation of EL specific PD

ImplmntnELpd

Description: Program implementation observation protocols for each site under review.

Item Instructions: EL 16: Sample(s) of completed program implementation observations of all grade-level core academic subjects including core ELD to demonstrate use of EL techniques provided in PD.

Related Items: EL 16

Language Acquisition Programs

LngAcstnpgrms

Description: Descriptions of available language acquisition program options.

Item Instructions: EL 17: Submit current program options in board policy, administrative regulations, Parent Handbook, LEA Plan, EL master plan or EL plan.

Related Items: EL 17

LEA Professional Development Policies

PDPlcies

Description: Current policies for teacher, administrator, and support staff participation in training related to EL services.

Item Instructions: EL 16: Submit current professional development board policy, administrative regulations, Parent Handbook, LEA Plan, or EL plan.

Related Items: EL 16

2017–18 EL Program Instrument On-Site (Continued)

LEA Translation Expenditures

LEAtrnslnxpdtrs

Description: LEA translations of written documents.

Item Instructions: EL 11: Submit specific expense records for LEA translations of written documents.

Related Items: EL 11

Long-Term English Learners (LTELs)

LTELs

Description: LTEL academic achievement.

Item Instructions: EL 19: Submit LTEL progress monitoring forms that include areas of academic concern, academic support, and/or interventions provided to LTEL students (student identification redacted) who are not showing progress.

Related Items: EL 19

Master Schedule

MstrSchdl

Description: Current year Master schedule of all courses offered at school sites.

Item Instructions: EL 17: Submit the full master schedule for departmentalized sites and daily instructional schedules for self-contained sites.

EL 18: Submit the full master schedule for departmentalized sites and daily instructional schedules for self-contained sites.

Related Items: CTE 04, EL 17, EL 18

2017–18 EL Program Instrument On-Site (Continued)

Reclassification Criteria

ReclsCrtria

Description: Current board approved LEA reclassification criteria.

Item Instructions: EL 14: Submit reclassification criteria for grades K-12.

Related Items: EL 14

Reclassification Process

ReclsPrcls

Description: Current local board approved LEA reclassification process.

Item Instructions: EL 14: Submit current reclassification board policy or administrative regulations.

Related Items: EL 14

Reclassification Records/Forms

ReclsRcrdsFrms

Description: Current and previous year student reclassification records/forms for each site under review.

Item Instructions: EL 14: Submit samples of completed reclassification records/forms with parent/guardian signatures (student identification redacted).

Related Items: EL 14

2017–18 EL Program Instrument On-Site (Continued)

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring

RFEPPrsMntrng

Description: Current and previous year academic progress and support of RFEP students.

Item Instructions: EL 14: Submit RFEP progress monitoring forms that include areas of academic concern, academic support and/or interventions provided to RFEP students who are not showing progress (student identification redacted).

Related Items: EL 14

Schoolsite Council (SSC) Documentation

SSCDcmntn

Description: Current and previous year board approved and English Learner Advisory Committee advised SPSAs that are consistent with the LEA Every Student Succeeds Act (ESSA) Title III plan for each site under review.

Item Instructions: EL 09: Submit SPSAs that include appropriate signatures and all criteria described in EL 9.1 (a-e).

Related Items: EL 09

Time Accounting

TmAcntng

Description: Personnel Activity Reports (PARs) and/or semi-annual certifications for all positions funded with supplemental program funds.

Item Instructions: EL 12: Submit PARs for all partially EIA-LEP or Title III funded personnel and semi-annuals of personnel funded 100 percent for the LEA and each site under review.

Related Items: CE 12, CTE 05, CTE 06, EL 12, FM 01, FM 03, HE 10, ME 07, ME 09, NorD 12,

2017–18 EL Program Instrument On-Site (Continued)

Title III Consortia

Ttl3lcnstia

Description: Applies to consortia funded LEAs. Memorandum of understanding (MOU) between lead and member LEA(s).

Item Instructions: EL 08: Submit the Title III consortia MOU with appropriate signatures.

Related Items: EL 08

Title III EIA-LEP Expenditure Report

T3 EIAexpndtrRpt

Description: LEA fiscal office budget documentation for standardized account code structure (SACS) 7901 – EIA-LEP.

Item Instructions: EL 11: Submit detailed general ledgers for current year and end of the previous year including carryover and administrative costs.

Related Items: EL 11

Title III Immigrant (Imm) Expenditures

T3IMMexpndtrs

Description: LEA fiscal office budget documentation for SACS 4201 – Title III Imm.

Item Instructions: EL 08: Submit detailed general ledgers for current year and end of the previous year including carryover and administrative costs.

EL 11: Submit detailed general ledgers for current year and end of the previous year including carryover and administrative costs.

Related Items: EL 08, EL 11

2017–18 EL Program Instrument On-Site (Continued)

Title III Invoices

Ttl3Invcs

Description: Current and previous year invoices for Title III expenditures – as requested by reviewer.

Item Instructions: EL 10: Submit budget invoices for expenditures of more than \$500 from the following SACS codes: EIA-LEP (7091), Title III EL (4203) and Title III Imm (4201).

Related Items: EL 10

Title III LEP Expenditure Report

T3LEPexpndtrRpt

Description: LEA fiscal office budget documentation for SACS 4203 – Title III EL and Title III Imm (4201).

Item Instructions: EL 08: Submit detailed general ledgers for current year and end of the previous year including carryover and administrative costs.
EL 11: Submit detailed general ledgers for current year and end of the previous year including carryover and administrative costs.

Related Items: EL 08, EL 11

Title III Plan

Ttle3pln

Description: ESSA Title III Plan.

Item Instructions: EL 08: Submit completed plan (i.e., template provided by the CDE, LCAP pages/section, LCAP addendum).

Related Items: EL 08

2017–18 EL Program Instrument On-Site (Continued)

Title III Reporting

Ttle3Rprtng

Description: Title III compliance reporting.

Item Instructions: EL 08: Submit EL data analysis to comply with reporting requirements.

Related Items: EL 08

Title III Services

Ttl3Srvcs

Description: California Longitudinal Pupil Achievement Data System (CALPADS).

Item Instructions: EL 17: Submit a PDF copy of the current CALPADS 2.4 and 2.5 Reports with query date.

Related Items: EL17
